

[Global Competence](#) is the disposition and knowledge to understand and act on issues of global significance (CCSSO & Asia Society). Those issues are identified in the [Sustainable Development Goals](#) adopted by countries to end poverty, protect the planet, and ensure prosperity for all (United Nations). [Globally competent individuals](#) are life-long learners who understand these issues and have an appreciation for cultural differences, an ability to understand and consider multiple perspectives, use critical and comparative thinking skills as well as problem-solving abilities, and are comfortable with ambiguity and change (World Savvy).

### **What is Global Competence?**

The California International Studies Project (CISP) has adopted the four **domains**, or capacities, for global competence presented by CCSSO & Asia Society (2011) to foster awareness and curiosity about how the world works, which is informed by disciplinary and interdisciplinary insights. CISP agrees that globally competent students are able to:



**Investigate the world beyond their immediate environment**, framing significant problems and conducting well-crafted and age-appropriate research.

1. **Recognize perspectives, others' and their own**, articulating and explaining such perspectives thoughtfully and respectfully.

**Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural barriers.

2. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.

## **How can we develop Global Competence?**

CISP identifies the following specific **indicators**, or competencies, within these four domains for educators, students, parents/guardians, and community partners to use for themselves and for instructional purposes in developing global competence.

### **Investigate the World**

- Pose questions to better understand issues and perspectives
- Identify and suspend assumptions and judgments
- Recognize the value of each person in a global community
- Explore the world with curiosity

### **Recognize Perspectives**

- Keep an open mind
- Empathize with others
- Identify my personal perspectives and influences
- Examine the perspectives and influences of others
- Consider multiple perspectives and opinions
- Analyze cultural influences, connections, and contexts

### **Communicate Ideas**

- Share ideas and context with diverse audiences
- Actively listen to others
- Engage in civil discourse
- Consider the audience and communicate appropriately

### **Take Action**

- Use evidence and values to guide plans
- Assess options and consider the potential impact of planned actions
- Apply creative thinking and solve problems
- Capitalize on available resources and partnerships
- Persist through challenges
- Act and reflect individually and collaboratively
- Act with respect for individual dignity, differences, and human rights
- Contribute to a better world

Combined with the Sustainable Development Goals, these global competence indicators guide the work of CISP in supporting global education in PK-12 programs in California. The rationale and core philosophy described below provide the underpinnings for that work:

## **Why develop Global Competence?**

Why focus our work with educators and students' attention to the global competence indicators identified above? These are some of the reasons and positive outcomes for global competence at three levels – personal (self), community (family, local or regional, groups or organizations), and world (global):

<p style="text-align: center;"><b>Investigate the World</b></p> <p>Personal</p> <ul style="list-style-type: none"> <li>• motivate and inspire yourself</li> <li>• understand yourself &amp; others</li> <li>• develop empathy</li> <li>• remain curious</li> <li>• be a life-long learner</li> </ul> <p>Community</p> <ul style="list-style-type: none"> <li>• relate to and participate in a community</li> <li>• understand and learn from others' experiences</li> <li>• inspire community</li> </ul> <p>World</p> <ul style="list-style-type: none"> <li>• see commonalities and patterns among and across communities</li> <li>• see yourself in the bigger picture and feel connected</li> <li>• be informed and inspired</li> <li>• learn how others address common human challenges and opportunities</li> </ul>	<p style="text-align: center;"><b>Recognize Perspectives</b></p> <p>Personal</p> <ul style="list-style-type: none"> <li>• be reflective</li> <li>• value personal contributions</li> <li>• practice agency</li> <li>• engage yourself and others in civic responsibilities</li> <li>• apply empathy</li> </ul> <p>Community</p> <ul style="list-style-type: none"> <li>• build understanding and connections in the community</li> <li>• decipher the common good</li> <li>• value the insights and experiences of others</li> <li>• better understand your community</li> <li>• develop awareness of how power dynamics influence narratives</li> </ul> <p>World</p> <ul style="list-style-type: none"> <li>• understand commonalities and differences among people and environments</li> <li>• learn from others</li> <li>• appreciate differing ideas, practices, lifestyles, and beliefs</li> </ul>
<p style="text-align: center;"><b>Communicate Ideas</b></p> <p>Personal</p> <ul style="list-style-type: none"> <li>• identify and discuss important issues</li> <li>• develop listening, speaking, reading, writing, and viewing skills</li> <li>• form your thoughts and opinions, share with others, and reflect on feedback</li> <li>• take risks</li> <li>• develop and share your own understanding of the common good</li> </ul> <p>Community</p> <ul style="list-style-type: none"> <li>• bring attention to important issues with a purpose</li> <li>• be inclusive and value the ideas of others</li> <li>• practice civil discourse</li> <li>• generate discussion about issues that affect the community</li> </ul> <p>World</p> <ul style="list-style-type: none"> <li>• promote progress</li> <li>• engage in a global learning community</li> <li>• help others solve problems and allow others to help you solve problems</li> </ul>	<p style="text-align: center;"><b>Take Action</b></p> <p>Personal</p> <ul style="list-style-type: none"> <li>• transform your thoughts and opinions into action</li> <li>• make your voice count</li> <li>• practice empathy</li> <li>• manage time and other resources</li> <li>• use confidence, commitment, and authenticity to sustain your actions</li> </ul> <p>Community</p> <ul style="list-style-type: none"> <li>• work with others</li> <li>• find common ground</li> <li>• identify and utilize community assets</li> <li>• acknowledge your privilege within the community</li> <li>• persist in times of adversity</li> <li>• develop creative solutions</li> <li>• raise collective awareness for a greater impact</li> </ul> <p>World</p> <ul style="list-style-type: none"> <li>• interact with others as a global citizen</li> <li>• work in unique circumstances, manage deadlines, collaborate with others, and produce results</li> <li>• use your privilege in benefitting others</li> <li>• move beyond your immediate communities</li> <li>• contribute to a better world</li> </ul>

## **What drives this work?**

CISP is an organization with a core philosophy for global education, which serves as a foundation for these global competence indicators. The following beliefs form a core philosophy and serve as the underpinnings of our work to develop global competence:

1. **Identity:** An examination of self and one's identities is critical in the ability to develop one's own global competence. For students, this examination requires research and reflection about multiple facets of identity – racial, ethnic, gender, religious, socioeconomic, age, family, and other cultural factors. For educators, this examination helps to inform how global competence is framed and fostered in their students. In other words, educators must develop global competence themselves before and while supporting student development of global competence.

2. **Diversity:** We value multicultural and multilingual societies and celebrate the benefits of living in a diverse community and world.

3. **Equity:** Global education is for all students. Every student has important and valuable contributions to make in a global community as well as in a global studies program. Each student deserves the opportunities and the benefits of a global education. In our increasingly interconnected world, a global education is essential for people to navigate the world in which they live and have equal access to opportunities.

4. **Perspectives:** Global issues are complex, interconnected, interdependent, and are informed and influenced by historical, geographic, political, cultural, and economic forces.

5. **Foundations:** Understanding and appreciation of world history, geography, cultures, and belief systems provide a basis to developing global competence.

6. **Collaboration:** California educators have an opportunity to empower their students to address local and global problems identified in the United Nations [Sustainable Development Goals](#).

7. **Interdisciplinary:** The work to foster global competencies in students is interdisciplinary and aligned with existing state frameworks, standards, and initiatives that guide our work and to which educators are accountable:

- o History-Social Science Framework
- o English Language Arts/English Language Development Framework
- o California Science Framework
- o Common Core State Standards for Mathematics
- o California World Language Standards
- o California Health Framework
- o California Visual and Performing Arts Framework
- o Partnership for 21<sup>st</sup> Century Framework
- o A Blueprint for Environmental Literacy
- o Career Technical Education Standards

8. **Access:** Fostering global competencies in students occurs across grades PK-12 and requires developmentally appropriate learning experiences.

**9. Engagement:** Globally competent citizens are inspired to advocate for themselves, their communities, the common good, and a better world.

**10. Inclusion:** Global education can occur in many courses and programs, and is not isolated to social studies, world languages, or special programs (e.g., International Baccalaureate). Travel abroad and language learning are important aspects of global education, but are not the goals or markers of global competence.

**11. Empowerment:** Global education is intended to prepare students to become active citizens in an ever-changing world. It is not designed for students to feel guilt, sadness, sorrow, or helplessness about the conditions of others. While students should learn about their own identities and the cultures of others, global education is not simply a parade of food, festivals, and flags. In developing global competence, students consider cultures, values, and contexts while suspending assumptions and judgements. They ask questions and conduct research to better understand situations before communicating ideas and taking actions that are solution-oriented. Students realize that fundraising and giving items to others may provide temporary relief, but is rarely a long-term solution to a complex problem. While taking some actions may make people feel better in the short term, globally competent students realize that the best course of action to a complex problem is one that sheds light on issues in order to promote change and improve the conditions of people, plant and animal species, and the environment for the health of the planet.

**12. Action:** Globally competent active citizens are aware of how power and justice play out in the actions they take. While students are taking action to advance their communities, they are listening closely to those most affected by whatever challenge they are aiming to help mitigate. Students are looking at themselves as actors, and considering their place in the process of taking action for sustained change. Globally competent students use a systems approach before taking action to ensure that unintended negative consequences are minimized. After taking action, students engage in an iterative process of reflection that prepares them to leverage their strengths as globally competent individuals to make sustained contributions to their local and global community over the course of their lifetime.

### **How can we monitor progress toward global competence?**

ASCD has developed a [Globally Competent Learning Continuum](#) (2017) for educators to use as a tool for reflection and growth. The California Global Education Network (2017) has developed benchmarks using the CISP Global Competence Indicators for use with K-12 students.

[insert benchmarks in August 2017 when feedback and revision is completed]

**California Global Competence**  
**Indicators & Benchmarks for K-12 Students**  
 (5/24/17 DRAFT – please do not distribute)

<b>Investigate the World</b>	<b>DEVELOPING</b>	<b>PROGRESSING</b>	<b>PRACTICING</b>
<i><b>Pose questions to better understand issues and perspectives</b></i>	I formulate questions connected to an issue, ask questions without a specific audience in mind, and summarize responses.	I formulate questions designed to explore issues from multiple points of view, identify potential audiences and seek responses from some, and analyze responses for potential gaps, patterns, and themes to better understand the issue.	I formulate key questions that elicit insights on given issues, seek appropriate audiences to respond from different perspectives, and use responses to inform new avenues of inquiry to better understand issues.
<i><b>Identify and suspend assumptions and judgments</b></i>	I explore my own opinions and bias about topics, issues, and people.	I acknowledge and articulate my own assumptions and judgments.	I set aside my personal views in order to listen and communicate objectively.
<i><b>Recognize the value of each person in a global community</b></i>	I recognize the contributions from diverse individuals in a variety of settings.	I value and seek the contributions of different individuals in a community.	I advocate for the inclusion of each person in a global community.
<i><b>Explore the world with curiosity</b></i>	I am interested in learning about the world within and beyond my immediate surroundings.	I actively acquire knowledge to better understand my world.	I seek out and engage in first-hand experiences to learn about the world.

<b>Recognize Perspectives</b>	<b>DEVELOPING</b>	<b>PROGRESSING</b>	<b>PRACTICING</b>
<i><b>Keep an open mind</b></i>	I recognize my own thinking about a topic or issue and listen to ideas other than my own.	I value multiple opinions and experiences to consider the ideas of others to inform my own thinking.	I set aside my personal opinions and judgments in order to learn from others who may have different ideas and experiences.

<b><i>Empathize with others</i></b>	I recognize that events and issues have an impact on others and that their feeling about an issue or event may be different from my own.	I can engage with others to explore their feelings about an event or issue from within the other person's frame of reference.	I recognize that events and issues have an impact on others and can engage with them to better understand and articulate their feelings about an issue or event.
<b><i>Identify my personal perspectives and influences</i></b>	I am aware of my own beliefs and how they reflect my cultural background.	I recognize how my beliefs are shaped by cultural and environmental factors.	I can articulate the influences on my perspectives.
<b><i>Examine the perspectives and influences of others</i></b>	I recognize that others may have different points of view that are derived from different experiences.	I consider different points of view representing a variety of backgrounds and experiences.	I objectively analyze others' points of view and value others' experiences to inform my understanding of issues.
<b><i>Consider multiple perspectives and opinions</i></b>	I recognize there is more than one perspective or opinion on any given issue.	I am able to identify multiple perspectives or opinions on an issue.	I seek out and explore multiple perspectives or opinions to inform my understanding on an issue.
<b><i>Analyze cultural influences, connections, and contexts</i></b>	I am aware of how culture shapes relationships with others and my perceptions of different situations.	I recognize that cultural patterns may be a factor in establishing relationships and forming perceptions.	I regularly examine how my cultural lenses may influence relationship building and my analysis of different situations.

<b>Communicate Ideas</b>	<b>DEVELOPING</b>	<b>PROGRESSING</b>	<b>PRACTICING</b>
<b><i>Share ideas and context with diverse audiences</i></b>	I transform ideas into words, symbols, sounds, and/or images to address different audiences.	I communicate ideas through varied formats to reach different audiences, and provide background information that helps explain those ideas.	I articulate ideas in a format and manner appropriate for each audience, and explain how the ideas were formed, how they relate, and how they can be used.
<b><i>Actively listen to others</i></b>	I focus my attention on and ask questions of the speaker.	I listen with an open mind. I ask questions and can repeat or paraphrase the speaker's message.	I ask clarifying questions and give reflective feedback that summarizes speaker's message. When listening I defer judgement and avoid stereotyping.
<b><i>Engage in civil discourse</i></b>	I recognize the importance of respectful dialogue that presents an argument to enhance the understanding of an issue.	I practice civil discourse with prompting and support. I can formulate and present an evidence-based, reasoned argument and listen to the arguments of others.	I embrace civil discourse to deepen the understanding of issues. I can defend and sustain a reasoned argument and refute with counterclaims respectfully.
<b><i>Consider the audience and communicate appropriately</i></b>	I am aware that audiences are inherently diverse.	I am able to discern specific characteristics in an audience without succumbing to predispositions, bias, or stereotypes.	I can tailor my message to communicate effectively with diverse audiences.



<b>Take Action</b>	<b>DEVELOPING</b>	<b>PROGRESSING</b>	<b>PRACTICING</b>
<b><i>Use evidence and values to guide plans</i></b>	I find and review evidence before making a plan of action. My actions align with my values.	I explore multiple pieces of evidence and use these to form action plans. My actions are informed by my values.	I seek, analyze, and evaluate a range of evidence and base my plans on these. My actions reflect both the evidence and my values.
<b><i>Assess options and consider the potential impact of planned actions</i></b>	I list some options and their potential outcomes before making a decision.	I consider potential outcomes of each option and base my decision on what I think is the best alternative.	I base my plans and actions on an evaluation of potential outcomes and consequences.
<b><i>Apply creative thinking and solve problems</i></b>	I can break down a problem and explain it to others. I am able to suggest ways to solve the problem.	I engage in divergent thinking to explore multiple ways to solve a problem and analyze possible effects when designing solutions.	I work with groups or independently to frame problems as opportunities, design solutions that engage divergent and convergent thinking, and adapt ideas as circumstances change.
<b><i>Capitalize on available resources and partnerships</i></b>	I realize the importance of exploring different resources and potential partners before taking action.	I assess and pursue different resources and potential partners essential to achieving a specific goal or task.	I am able to discriminate among different resources and possible partners and work with those most appropriate to the task.
<b><i>Persist through challenges</i></b>	I am optimistic about achieving my goals and recognize potential obstacles.	I am confident that I can address problems that may arise while trying to achieve my goals.	I am courageous and use creative strategies to solve problems and achieve my goals.
<b><i>Act and reflect individually and collaboratively</i></b>	I reflect on decisions made or actions taken by myself or in a group.	I identify the outcomes of actions taken and reflect on those individually or collectively.	I seek and use feedback to inform actions, and continuously apply multiple strategies to

			engage in reflection individually and collectively.
<b><i>Act with respect for individual dignity, differences, and human rights</i></b>	I understand the need to be concerned about others and consider how I might take actions to make a difference.	I regularly engage with others in ways that demonstrate respect for diversity and the common good.	I regularly seek opportunities to interact with people with differing views in order to learn, inform my actions, and advocate for human rights.
<b><i>Contribute to a better world</i></b>	I desire to improve conditions for others and consider the outcomes of my actions.	My actions are intended to lead to positive changes for my community or the world.	My actions are intentional and strategic and have the potential to result in greater peace and justice for my community and the world.